

Lesson Plan

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Skill(s): Speaking/Listening

Time: 2 hours

Topic of Lesson: Humor

Number of Ss and L1 backgrounds: 15-20 adult students

Objectives:

Language Objectives: Students will be able to:

- Recognize the meaning of and correctly use the new vocabulary words in sentences.
- Use information from a feature story video clip to summarize main concepts of the clip.
- Appropriately respond to jokes told in American culture.
- Identify and explain the comical errors in hospital patient information, and correct the errors.

Content Objectives: Students will be able to:

- Explain the type of humor involved in puns.
- Explain the benefits of “clown therapy” for all the different people involved.

Materials

- Drawings (representing various puns) taped inside folders. One folder per student
- One blank sheet of paper per student
- 10 copies (one per pair) – worksheet with drawings representing the 6 different puns we will focus on.
- Powerpoint or chalkboard to list “comical errors” on
- 6 pictures from the video clip (put into Powerpoint slides)
- 20 copies – Pre-Listening vocabulary sentences worksheet
- “Healing Quest: Clown Therapy for Sick Children” YouTube video:
<http://www.youtube.com/watch?v=SvEmRFucKhE>
- 20 copies – First While-Listening note-taking worksheet
- 20 copies – Second While-Listening question worksheet
- 10 copies – Information Gap questions “A” worksheet
- 10 copies – Information Gap questions “B” worksheet

1. **Warm-up / Vocabulary drawing information gap activity** (25 minutes)
 - a. Have students find a partner. Tell students to turn their desks so they are facing each other.
 - b. Give each partner a blank sheet of paper, and a folder with one of the drawings in it.

- c. The first partner must describe the picture in their folder so that the other partner can accurately draw it without looking at the original picture.
- d. When the first partner is done describing, they may reveal the original drawing to their partner. Together, they should point out which parts of the original are not included in the student's drawing.
- e. Partner who was drawing before is now describing the new picture (from their folder), and their partner takes a turn drawing. When they are done, they should reveal the picture and identify differences.

2. Introduce medical puns (10 minutes)

- a. Show the list of the six puns on the Powerpoint slideshow or write them on the chalkboard.
 - I used to be a doctor, but then I lost patients.
 - A pessimist's blood type is always B-negative.
 - A boy swallowed some coins and was taken to a hospital. His grandmother called to ask how he was, a nurse said, 'No change yet.'
 - Did you hear about the man who lost his left side? He's all right now.
 - What time is it when it is time to go to the dentist? Tooth hurty.
 - He couldn't remember the pill's name but it was on the tip of his tongue.
- b. Elicit phrases one can say in response to someone who tells a joke. ("That's hilarious!" "That's funny," "I don't get it," "I don't understand.")
- c. Distribute the worksheet with the drawings representing the 6 different medical puns
- d. Give students 5 minutes to work with their partner to figure out which pun matches which picture. Students should write the pun above the picture it goes with, and also circle their reaction to it (below the picture).
- e. When they are done with the worksheet, reveal which picture matches which pun, by reviewing them as a class. Ask different groups for the two meanings of the puns, why they are humorous, and what their reaction to each pun is.

3. Spelling errors in patient records (15 minutes)

- a. Direct students' attention to the Powerpoint, where incorrect sentences are listed:
 - On the third day, the knee was better, and on the forth day, it had completely disappeared
 - The patient is a 90-year-old white female with multiple medical problems as well as severe osteoporosis that has been living with her daughter.

- I saw the patient today, who is still under our care for physical therapy.
 - The patient lives at home with his mother, father, and pet turtle, who is presently enrolled in day care three times a week.
 - The test indicated abnormal liver function.
 - The baby was delivered, the cord clamped and cut, and handed to the pediatrician, who breathed and cried immediately.
 - The patient said her neck was increasing in size where we took it off.
 - I've suggested to the patient that he loosen his pants before standing and then, when he stands with the help of his wife, they should fall to the floor.
 - Patient refuses an autopsy.
- b.** Have students work in pairs to:
- i.** Identify the error in the sentence. There are spelling errors, grammatical errors, and missing words.
 - ii.** Explain why the error makes the sentence funny
 - iii.** Re-write the sentence on a piece of paper so it makes more sense
- c.** Have different groups be responsible for different sentences, writing their re-written sentences on the board.
- d.** Discuss the errors, why the errors make the sentences funny, and their re-written sentences.
- 4. Show pictures from video (6 minutes)**
- a.** As a class, discuss the questions written by each picture (pictures are on a Powerpoint slide).
- 5. Prelistening / vocab preview (10 minutes)**
- a.** Have students work with a partner to guess the meaning of the new vocabulary words by looking at the context of each sentence. The sentences are taken from the video.
 - b.** Call of different pairs to explain their guess.
 - c.** Reveal the real definitions of the words (on Powerpoint slide).
- 6. Listening #1 (10 minutes)**
- a.** Distribute note-taking worksheet.
 - b.** Instruct students to take notes on the information that they think is most important, especially the main ideas.
 - c.** After listening, discuss what they heard/saw. Teacher facilitates the discussion with questions such as:
 - i.** What is the role of the clowns?
 - ii.** What other people did you see in the clip? (Children, parents, nurses).
 - iii.** How did the different people react to the clowns?
 - iv.** If you had a child in the hospital, what would you say to the clowns after they visited with your child?
- 7. Listening #2 (10 minutes)**
- a.** Distribute "Second While-Listening question worksheet".

- b. Watch the video clip again and write down the answers to the questions on the handout.
- c. Discuss while listening questions as a class.

8. Information Gap / Wrap-Up discussion (15 minutes)

- a. Distribute Worksheet A to one partner, and Worksheet B to the other partner.
- b. Partners take turns asking each other the questions on their worksheet and writing down their partner's answers.
- c. When all pairs are finished discussing, teacher asks students for their partner's answers to various questions.